

Relationships and Sex Education Policy



Dovelands
Primary School

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| Approved by: | Personal Development, Behaviour & Attitudes Committee | Date: |
| Last reviewed on: | September 2023 | |
| Next review due by: | September 2024 | |



Relationships, and Sex Education Policy (RSE)

This policy covers our school's approach to Relationship and Sex Education. It was produced by staff, governors and members of local schools through consultation with Governors, parents and other interested stakeholders.

We define 'relationships and sex education' as 'enabling children to embrace the challenges of creating a happy and successful adult life. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Our school ethos is:

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| We are kind |
| We are respectful |
| We are brave |
| We are aspirational |
| We belong |

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Our school is a UNICEF Rights Respecting School and we respects the voice of the child and the protected characteristics. We have more detail around this in our Equality Information and Objectives.

Statutory requirements

- As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.
- However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.
- In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

The RSE policy supports/complements the following policies:

- PSHE policy
- Safeguarding and Child Protection Policy

- Anti-Bullying Policy
- Equality Policy and objectives
- Acceptable use of IT policy

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2018)
- Children and Social Work Act (2017)
- DFE guidance RSE 2019

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND.). This will be achieved by ensuring content and teaching is differentiated to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we will ensure that the teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

As a school we will ensure we comply with the relevant provisions of the Equality Act 2010, recognising that sexual orientation and gender reassignment are amongst the protected characteristics. We ensure RSE fosters gender equality and LGBT+ equality by ensuring content is age appropriate and developmentally appropriate. It will be taught sensitively and inclusively. Content will be integrated into programmes of study for RSE within our PSHE curriculum and will not be taught as stand-alone units.

The intended outcomes of our programme are that pupils will:

- know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- understand they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touch. Recognise and know how to report abuse, including emotional, physical and sexual abuse
- understand they have a responsibility to treat each other with kindness, consideration and respect including when on line, permission seek and give and understand the concept of privacy
- develop the skills of being able to express their emotions and seek help where needed, to build friendship and recognise how this can support mental well being
- understand how the Equality Act 2010 relates to them as a child and through adult **life, to recognise and challenge any form of discrimination**

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Ms Laura Newby (Inclusion Leader) is the PSHE and RSE Co-ordinator. She can be contacted via the office: office@dovelands.leicester.sch.uk in the event your child's class teacher is unavailable.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. They can be contacted on office@dovelands.leicester.sch.uk

Alternative work will be given to pupils who are withdrawn from sex education. We will notify parents when Relationships and Sex education will be taught, by written communication and through the sharing of our curriculum coverage plans.

Staff Training

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors.

Curriculum Design

Our RSE programme is an integral part of our whole school PSHE, and is delivered through Jigsaw, and the No Outsiders programme. Through our work as a Rights Respecting School award we have a culture of listening to the voice of the child, and where the protected characteristics are discussed and respected.

High quality relationships and sex education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect, both in person and online;
- it makes a significant contribution to our duty to safeguard and protect all children;
- it plays a key role in improving health outcomes for children and young people such

as reducing teenage pregnancy and risk taking behaviour, including online behaviour
 We teach about relationships and sex through different aspects of the curriculum. While we carry out the main RSE in our PSHE curriculum, we also do some RSE through the statutory science curriculum.

Our relationship and sex education provision and will cover

| | |
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| Relationships | Health and mental well being |
| Families and people who care for me Caring friendship Respectful friendships Online Relationships Being Safe | Mental Well being Internet Safety and Harm Physical health and fitness Healthy Eating Drug, alcohol and tobacco Health and prevention Basic First Aid Changing Adolescent Body |

The overriding concepts explored through the curriculum are:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)

In order to ensure the RSE Curriculum meets the needs of all:

- We will accept and celebrate difference
- We will encourage respect and discourage abuse and exploitation
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so

In relation to those with special educational needs or disability, we will review our RSE Programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including support staff and carers, in policy

- development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Learning about relationships and sex education in PSHE education lessons will link to and complement learning in Science, Religious Education, Health Education, including mental health education

An overview of the learning in each year group can be found in appendix 2.

Safeguarding

Our RSE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding and Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering RSE through the evaluation of lessons, discussion with senior leaders and through monitoring activities led by the PSHE leader.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils.

We will involve children in the evaluation and development of their RSE in ways appropriate to their age.

- We will refer to local/countywide/national data
- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- We will encourage children to ask questions as they arise by providing anonymous question boxes
- We will ask children to reflect on their learning and set goals for future learning
- We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed

The governing body or trustees are responsible for monitoring the delivery of our RSE policy. Governors give due consideration to any comments from parents about the RSE programme, and require the Head Teacher to keep a written record of parents' comments

RSE Policy Review Date

This policy will be reviewed in the autumn term 2022

It will be reviewed by the PSHE lead, senior leaders and representatives from the governing body.

This will ensure that it is in line with current department for Education advice and guidance.

This Policy describes the Governors' views on how RSE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the Governors to ensure, through consultation, that the RSE Policy reflects the wishes of the parents and the views of our community. It is the responsibility of Governors to ensure that the Policy is made available to parents.

In order to facilitate this process, the RSE Policy will appear annually on the agenda of a Governors' meeting. The Policy will be made available for parents/carers on the school website and a link Governor with responsibility for safeguarding (to include RSE) will be nominated.

Appendix 1 RSE Elements of the National Science Curriculum

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Notes and guidance

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Notes and guidance

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 pupils should be taught to:

recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Notes and guidance

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: At this stage, pupils are not expected to understand how genes and chromosomes work.

'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Department for Education, September 2013

Appendix 2: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |
| Respectful relationships | <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |

| TOPIC | PUPILS SHOULD KNOW |
|----------------------|---|
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online |
| Being safe | <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources |

RSE curriculum at Doveland

| | <u>Summer term 1-Relationships</u> | <u>Summer term 2-Changing me</u> |
|--------|--|---|
| Year 1 | <ul style="list-style-type: none"> Children's breadth of relationships is widened to include people they may find in their school community. They discuss their own relationships and why these are important. Children learn that touch can be used in kind and unkind ways. | <ul style="list-style-type: none"> Identify the different stages of the life cycle. Changes from babies to adults. Learn that some parts of the body are private and that this should be respected by all. Learn what to do if they are worried about this. |
| Year 2 | <ul style="list-style-type: none"> Roles and responsibilities in a family, of co-operation, appreciation and trust. Children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Acceptable and unacceptable physical contact. | <ul style="list-style-type: none"> Life cycles in nature including that of humans and some of the changes that occur. Pupils are re-taught the correct words for some of the private parts of the body. Explain inappropriate touch and assertiveness. |
| Year 3 | <ul style="list-style-type: none"> Revisit family relationships and identify the different expectations and roles that exist. Identify why stereotypes can be unfair. Consolidate techniques for negotiating conflict situations and the concept of compromise. Safer Internet use Introduce being part of a global community and compare their own needs with others. Discuss Universal Rights. | <ul style="list-style-type: none"> Exploration about babies and what they need to grow and develop. This leads onto lessons where puberty is introduced. Identify the outside body changes in males and females. Introduce that puberty is a natural part of growing up. Children learn that females have eggs (ova) in their ovaries and these are released monthly. Discuss how they feel about puberty and growing up. |
| Year 4 | <ul style="list-style-type: none"> Explore emotional aspects of relationships (jealousy and loss/ bereavement). Identify emotions associated with relationship changes and strategies for coping with the change. Revisit skills of negotiation. Learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable. | <ul style="list-style-type: none"> Bodily changes at puberty are revisited with some additional vocabulary. Sanitary health is taught. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. |
| Year 5 | <ul style="list-style-type: none"> Learn about of self-esteem and comparison with others (on and offline). Reflect positive and negative online/ social media contexts. Online about age -limits and age-appropriateness. Learn SMART online safety rules. Children are taught about grooming and how people online can pretend to be whoever they want. | <ul style="list-style-type: none"> Revisit self-esteem and self/body-image and perceptions and the effect social media has on this. Extend learning on puberty and sexual intercourse, pregnancy and alternative conceptions. Perception of teenagers. |
| Year 6 | <ul style="list-style-type: none"> Look at mental health and wellbeing. Learn about causes of grief and the stages of the grief cycle. Talk about people who try to control or have power over others. Learn how to judge if something is safe and helpful online. | <ul style="list-style-type: none"> Learn about childbirth and the stages of development of a baby. Talk about physic attraction. Discuss mutual respect. Discuss transition to secondary school and how children can prepare themselves mentally. |

End of Phase Outcomes for PSHE at Dovelands

| By the end of KS1 (Years 1 and 2) | By the end of LKS2 (Years 3 and 4) | By the end of USK2 (Years 5 and 6) |
|---|--|---|
| <p>I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.</p> <p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p> <p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p> <p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p> <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>I can use the correct terms to describe body parts and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p> | <p>I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.</p> <p>I can tell you about my first impressions of someone. I can give a reason why sometimes people don't tell about a bullying situation. I can say why it is good to try to get to know someone before making judgements about them</p> <p>I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.</p> <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p> | <p>I can tell you how some of my choices affect others locally and globally. I can tell you how I try to make others feel valued by understanding their feelings and doing something positive.</p> <p>I can tell you some ways that difference can be a source of conflict in people's lives. I can say how I feel about people experiencing conflict in their lives because they are different.</p> <p>I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.</p> <p>I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure. I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p> |

Appendix 3: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
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| Agreed actions from discussion with parents | |
| | |